

# CHILD & YOUTH CARE forum

Volume 25, Number 1, February 1996

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## EDITORIAL

All in the Family?

3

## ARTICLES

**The Effects of Training on the Quality of Family Child Care for Those Associated with and Not Associated with Professional Child Care Organizations**

7

*Karen DeBord and Janet Sawyers*

Training appeared to have a greater effect on child care workers who were not affiliated with child care associations than on those who were; possible reasons for these findings and some implications are suggested.

**Group Care Workers as Parent Educators**

17

*Frank Ainsworth*

The author suggests how, by concentrating attention on parent education using a variety of techniques, child and youth care workers can facilitate family reunification and effective parenting.

**After-School Care Arrangements and Maternal Employment: A Study of the Effects on Third and Fourth Grade Children**

29

*Pauline M. Howie*

Measures of self-esteem, anxiety, social status, life skills competence, and academic achievement showed no differences among children who were in center care vs. parental care, whether or not their mothers worked in paid employment.

**Comment on Howie**

41

*Roderick Durkin*

<b>Rejoinder to Durkin</b> <i>Pauline M. Howie</i>	45
<b>Listening to Youth: Woodstock, Music, America, and Kurt Cobain's Suicide</b> <i>David Seelow</i> The developmental role and meaning of adolescent tastes in music, "heroes," and other subcultural artistic expressions are reviewed, using examples provided from the current teenage "scene."	49
<b>Comment on Seelow: What Does It Mean for Kids? For Us?</b> <i>Michael Baizerman</i>	55
<b>Rejoinder to Baizerman</b> <i>David Seelow</i>	59
<b>STAR Parenting: A Model for Inservice Training of Child Care Professionals</b> <i>Donald L. Platz</i> A basic, four-session parent training curriculum is suggested to be useful for the inservice training of early childhood day care center staff as well, and a pilot program is described and assessed.	61

#### **On the Office Door:**

. . . what a homeless child needs is something that behaves and feels—to the child—like a family, not simply something that looks like a family from the outside.

Zvi Levy

Send in yours.

# **CHILD & YOUTH CARE forum**

Volume 25, Number 2, April 1996

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## **EDITORIAL**

- On the Separation of Church and State** 71

## **ARTICLES**

- The Aftermath of Nonsubstantiated Child Abuse  
Allegations in Child Care Centers** 73

*Judith A. Bordin*

This study documents that allegations of child abuse, even unproven ones, can have serious consequences for day and residential child care programs, differentiates such consequences for cases adjudged to be inconclusive vs. unfounded, and draws implications for investigations, policy, and staff training.

- Head Start Teaching Center: Describing the Initiation  
of a New Approach to Head Start Staff Development** 89

*David A. Caruso, Diane M. Horm-Wingerd, and*

*Lynda Dickinson*

The authors report on the development and program of one of 14 federally-funded projects designed to study and demonstrate alternative approaches to training child care center staff, as well as its implications for the exemplary program within which the training was conducted.

- Parent Education and Training or Family Therapy:  
Does It Matter Which Comes First?** 101

*Frank Ainsworth*

As residential group care programs have given increasing attention to family-linked services, parent and family therapy have been emphasized, but the author suggests that a focus on parent education and training may be more appropriate and productive.

**Infant Transitions: Home to Center-Based Child Care**

111

*Jerlean Daniel and Janet Shapiro*

Factors that encourage or impede the infant's transition to day care—including the structural climate of the center and the interrelated needs of infants, parents, staff, and administration—are examined and guidelines to facilitate relational development and enhance attachment quality are suggested.

**Maternal Employment Status, Mother-Infant Interaction, and Infant Development in Day Care and Non-Day Care Groups**

125

*David A. Caruso*

Those who work with other age groups as well may want to consider the results of this study, which suggests that questions regarding infant day care should often be framed in the larger context of family processes, including a wide variety of factors that can influence development.

**On the Office Door:**

All lives are connected to other lives. Where all human connections are distrusted, the human being is very quickly lost.

*James Baldwin*

Thanks to Hans Erikson

Send in yours.

# CHILD & YOUTH CARE forum

Volume 25, Number 3, June 1996

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## EDITORIAL

- What's Sauce for the Goose . . .** 137

## SYMPOSIUM

### Addressing Client Needs Through Child Care Policies and Practices

- Child Care Choices: Low Income Mothers in  
Bridgeport, Connecticut** 139

*Lara B. Herscovitch*

Although expense was predicted to be the greatest barrier for low income parents in obtaining formal, licensed child care, parents' lack of trust was shown to be the primary factor for many.

- Promoting Quality Services for Preschoolers with  
Special Needs in Community-Based Programs** 155

*Sarah Jane DeHaas-Warner and*

*Elizabeth Louise Pearman*

Least restrictive environment mandates often lead to placement of children with special needs in community-based settings, but the quality of services and their ability to meet special needs are questioned and suggestions are offered.

- Consensus as a Prerequisite for Quality in Early Child  
Care: The Dutch Case** 165

*Paul Vedder and Ellen Bouwer*

Lack of agreement on some important goals and practices between staff and parents, especially immigrant parents, is identified and suggestions are offered for enhancing communication and achieving wider consensus in ways that can enhance program quality.

## ARTICLES

### **Assessment of Abuse in Runaway and Homeless Youth** 183

*P. David Kurtz, Anne Hick-Coolick, Sara V. Jarvis, and Gail L. Kurtz*

Staff members from four runaway/homeless shelters report using a variety of informal but few formal procedures in assessing abuse of the adolescents they serve and in responding to such situations.

### **Play in Home Spaces in Family Child Care** 195

*Betsy Squibb and Joel King*

This observational study reveals some of the potential benefits of family day care programs compared with center care in the context of the dynamics of play in home settings and its cognitive and other developmental values.

## **On the Office Door:**

### **CALL FOR PAPERS**

#### ***Intergenerational Program Research***

A forthcoming special issue of *Child & Youth Services* will feature conceptual development, impact assessment studies, and qualitative research on the nature of interactions in intergenerational programs, which typically link older adults with children or youth in community settings. Send inquiries or manuscripts (approximately 15 pages, 4 copies in APA format, by October 31, 1996) to Valerie S. Kuehne, Issue Editor, Director and Associate Professor, School of Child and Youth Care, University of Victoria, P.O. Box 1700, Victoria, British Columbia V8W 2Y2, Canada. Phone 604-721-7987; fax 604-721-7218, e-mail <vkuehne@hsd.uvic.ca>.

# CHILD & YOUTH CARE forum

Volume 25, Number 4, August 1996

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## EDITORIAL

Exploring in Depth

209

## SPECIAL FEATURE

### The "Therapeutic Parent": A Model for the Child and Youth Care Profession

*Craig N. Shealy*

Using job analysis methodology and a four-step process of exploration and analysis with child and youth care professionals, the author derives a conceptual and applied model for direct practice with implications for professional identity, content-valid and legally defensible selection procedures, and education and training.

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Job Analysis and the Therapeutic Parent Model	213
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Educating and Training Therapeutic Parents	264
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**On the Office Door:**

We have stumbled badly by failing to articulate a coherent, integrated body of theoretical knowledge and technical competencies, the acquisition of which would serve to identify the trained child care worker as a professional in his or her own right.

*Buell E. Goocher*

Thanks to Craig Shealy.

Send in yours.



# **CHILD & YOUTH CARE forum**

Volume 25, Number 5, October 1996

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## **EDITORIAL**

**Carol, Welcome Aboard!**

275

### **SYMPOSIUM: SHEALY'S THERAPEUTIC PARENT MODEL—RESPONSES FROM THE FIELD**

Craig Shealy's article in the previous issue of CYCF, which comprised virtually the entire issue, stimulated a variety of spirited reactions from interested colleagues. These are presented here, together with Shealy's rejoinder, and further comments on these core professional issues are invited.

**Introduction: Calling Our Bluff**

277

*Jerome Beker*

**Where Do We Go from Here?: Building on Shealy's Work**

281

*Buell E. Goocher*

**Can We Get There from Here?: A Comment on Shealy**

285

*Michael Baizerman*

**Do Alabama and New-Moab Belong to the Same Child  
Care Universe?: A Response to Shealy**

289

*Mordecai Arieli*

**Empirical Research and Prescriptive Models:  
Some Questions About Shealy's Work**

293

*Douglas Magnuson*

<b>Toward a Professional Dead End or a Dynamic Process of Professional Development? The Paradoxes of Shealy's "The Therapeutic Parent: A Model for the Child and Youth Care Profession"</b>	297
<i>Karen VanderVen</i>	
<b>We Need a New Profession—Not Just an Upgraded Direct Care Worker!: A Response to Shealy</b>	305
<i>Mette Christiansen</i>	
<b>Rejoinder: <i>To Be and Not to Be, To Know and to Do?</i> That Is the Question (and the Therapeutic Parent Model Has an Answer)</b>	311
<i>Craig N. Shealy</i>	

#### **Erratum Note**

In the article by Craig Shealy in the previous issue of this journal (Vol. 25, No. 4, August 1996), the table reference on page 255, line 15, should read Table 3 (not Table 1); on page 265, line 10, it should read Tables 3–6 (not Tables 1–4).

#### **On the Office Door:**

We are an open field. We welcome new members and "active players."  
Please join us.

*Karen VanderVen*

Send in yours!

# CHILD & YOUTH CARE forum

Volume 25, Number 6, December 1996

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## EDITORIAL

Good News, Bad News

351

## ARTICLES

**Comparison of Accredited and Non-Accredited Family  
Child Care Programs on Program Quality, Provider  
Professionalism, and Family Support**

353

*Anita P. Smith and Richard C. Endsley*

Accredited family child care programs were rated higher than non-accredited ones on program quality and professionalism, the latter including such variables as education, training, and professional affiliations, but not on experience or job satisfaction, and no differences between the groups were found in spousal support or family functioning.

**Perspective-Taking and the Socialization of Staff**

379

*Douglas Magnuson, Randall W. Bachman, and*

*Veronique Theunissen*

Perspective-taking, a vital skill in effective developmental child and youth care work, staff relationships, and supervision, is described, analyzed, and illustrated through examples from actual experience.

**Team Consultation Model: Alcoholism and Drug Abuse  
Training for Head Start Staff**

393

*Karen K. Buetens and Eileen Sullivan*

The Team Consultation Model evolved on the basis of feedback from training workshop participants and demonstrated a more collaborative, interactive approach with implications for other areas of the field; both advantages and disadvantages are described.

**Accentuating the Positive?: An Analysis of Teacher  
Verbalizations with Young Children**

403

*Deborah J. Cassidy and Martha J. Buell*

Although global classroom quality in preschool settings improved significantly after relevant college coursework, teacher verbalizations in critical areas did not become more appropriate; implications for staff preparation and policy issues are discussed.

**BOOK REVIEW**

**The Gus Chronicles: Reflections from an Abused Kid,  
by Charles D. Appelstein**

415

*Reviewed by Ann M. Halverson*

**On the Office Door:**

The things that the child loves remain in the domain of the heart until old age. The most beautiful thing in life is that our souls remain hovering over the places where we once enjoyed ourselves.

*Kahlil Gibran*

(from *Wisdom of Gibran*, Philosophical Library, 1966)

Thanks to Derval Hayes

Send in yours!

